



ABSTRACT

**“VOCABULARY TECHNIQUES FOR TEACHING ENGLISH
IN ELEMENTARY SCHOOLS”**

Vocabulary Techniques for Teaching English in Elementary Schools is a fair and necessary attempt to solve the long-standing problem of teaching vocabulary in a useful and efficient way. Thus, our attempt is geared to help kids learn English with a communicative and practical purpose, considering the new and innovated methods, techniques, and strategies that may match suitably children's nature and psychology, based on successful study cases, which have proved to be the best way to learn a language by directly involving kids in the classroom activities.

Knowing that one of the troubleshooting aspects in teaching vocabulary has been the handling of teaching material, we propose some solutions in a simple and a practical way so that students and teachers can easily use our teaching material. We have divided our thesis into three sequential parts: theory, methodology, and practice. In so doing, we have tried to organize the whole process in order to change the real concept of teaching vocabulary, not only as a mere schooling requirement, but as an everlasting tool for students real life. Finally, our aim is to make English teachers aware of the fact that being a language teacher demands effort, responsibility, and continuous professional upgrading.



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TOPIC:

**“VOCABULARY TECHNIQUES FOR TEACHING ENGLISH
IN ELEMENTARY SCHOOLS”**

PREGRADUATE MONOGRAPH

**Prior to obtaining the degree of
BACHELOR IN ENGLISH LANGUAGE AND
LITERATURE**

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Authorship

All the content of this thesis is the exclusive responsibility of its authors.

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We want to express our deep gratitude to Lic. Rafael Argudo because of his help and patience, which led us to conclude our thesis project.

We also want to thank the authorities of “Manuela Cañizares” school, who trusted and permitted us put our work into practice.

“I want to thank God, my teachers, my family and my friends, who always supported me and now they are an essential part of my life”.

IRMA

“Thanks God, my parents and my son because of their support and help”.

MIRIAN



DEDICATION

We would like to dedicate this research project to God, our parents, friends, and our dear students, who were our inspiration to be innovative and to improve day by day. All of you were our support to keep going and you gave us the strength to become better every day.

“I would especially want to dedicate this thesis to my mother who has supported me permanently.

IRMA

“I want to thank my Lord God so much. He has been my strength and guide; I also want to thank my beloved son and my parents, who always gave me the required support to achieve my dreams and goals and have encouraged me to go forward and finish my career.

To them I want to express my eternal and deep gratitude!”

MIRIAN



INTRODUCTION

In the traditional concept of elementary education, vocabulary teaching has been wrongly conceptualized as an isolated activity consisting of lists of words, or utmost isolated lexical sets that demand from students tiring, time-consuming and temporary memorization. Though in the late decades, bibliography and Internet sources are available everywhere, a high percentage of teachers still think that teaching a foreign language means teaching helpless vocabulary. Thereby, our concern and proposal here constitutes an attempt to improve language teaching in elementary schools by turning it into a funny, communicative and effective way of presenting language.

The vocabulary techniques for 6 to 11 year olds in elementary schools will change the concept of teaching English to kids and will get teachers aware that the teaching of vocabulary demands a wide range of methods, techniques, and strategies supported by a variety of activities in the light of motivation and interaction. In so doing, children will understand that vocabulary is the raw material for learning a language and that it cannot be taught separately, but in context and tightly linked to language skills and grammar.

Our proposal merges under the premise that being language a tool of communication, it must be taught in the light of kid's nature and their everyday



experience, that is the magic of role play, games, guessing, riddles, jokes, flash cards, music and body language. The vocabulary techniques of this project try to give kids the opportunity to live by themselves the marvelous treasures and enigmatic features of the English language based on the linguistic competences and their learning styles so that they cannot become mere learners but creative generators of ideas and situations.



CHAPTER 1. THEORIES ON VOCABULARY TEACHING

1.1 DEFINITION

Vocabulary is knowledge of words and word meanings. However, vocabulary is more complex than this definition suggests. **First**, words come in two forms: oral and print. *Oral vocabulary* includes those words that we recognize and use in listening and speaking. *Print vocabulary* includes those words that we recognize and use in reading and writing. **Second**, word knowledge also comes in two forms, receptive and productive. *Receptive vocabulary* includes words that we recognize when we hear or see them. *Productive vocabulary* includes words that we use when we speak or write. Receptive vocabulary is typically larger than productive vocabulary, and may include many words to which we assign some meaning, even if we don't know their full definitions and connotations – or ever use them ourselves as we speak and write.

1.2 FIRST LANGUAGE ACQUISITION

Language acquisition.- It is the process by which humans acquire the capacity to perceive, produce and use words to understand and communicate. This capacity involves the picking up of diverse subcapacities including syntax, phonetics, and an extensive vocabulary. This language might be vocal as with speech or manual as in sign. Language acquisition usually refers to **first language acquisition**, which studies infants' acquisition of their native language, rather than second language acquisition that deals with acquisition in both children and adults of additional languages.



The capacity to acquire and use language is a key aspect that distinguishes humans from other organisms. While many forms of animal communication exist, they have a limited range of no syntactically structured vocabulary tokens that lack cross cultural variation between groups.

A major concern in understanding language acquisition is how these capacities are picked up by infants from what appears to be very little input. A range of theories of language acquisition has been created in order to explain this apparent problem, including innatism, in which a child is born prepared in some manner with these capacities, as opposed to the other theories in which language is simply learned.

1.3 THE ROLE OF VOCABULARY TEACHING

A consideration of knowledge that is assumed by lexical competence as a frame of reference for assessing vocabulary teaching, which includes word frequency, vocabulary growth in native speakers, collocation, register, case relations, underlying forms, word association, and semantic structure. Vocabulary techniques are discussed according to the way that they attempt to build up these aspects of vocabulary knowledge.

The teaching and learning vocabulary process has never aroused the same degree of interest within language teaching as have such issues as grammatical competence, contrastive analyses, reading or writing which have received considerable attention from scholars and teachers.



1.4 CONTEXT VS NON-CONTEXT VOCABULARY

Context and non-Context are two confronted trends in vocabulary teaching; the first one is tight to the non-communicative vocabulary list of words, through which students are only able to nominate words, to identify things, mainly concrete ones in a mechanical way, but they are unable to produce communicative language, because they lack of the linguistic competence, which permits them to elaborate pieces of chunk that link each other to ensemble paragraphs and larger pieces of writing.

Briefly speaking, the role of context is to associate words, phrases, ideas, and even situations through the freedom given to learners to express what they feel, live and experience. In other words, linguistic context is something practical, in which learners take advantage of the social nature, which results in a spontaneous and easily generated concept of useful language.

1.5 VOCABULARY AND LINGUISTIC COMPETENCES

The extensive research based on vocabulary learning and teaching provides us with important guidelines that inform instruction; that's why Krashen schematizes his theory in six concepts:

- Word knowledge is important for learning
- Word knowledge is complex.
- Metacognition is an important aspect of vocabulary learning.



- Effective vocabulary instruction moves beyond the definitional level of word meanings.
- Vocabulary learning occurs implicitly in classrooms across disciplines.
- Vocabulary learning occurs through direct instruction.

1.5.1 Word knowledge is important for learning

Educators understand the importance of vocabulary, and few, if any, would omit vocabulary from their instruction. We know that a large vocabulary is an asset to readers; those who know many words are more likely to comprehend what they read. In fact, we have known for many decades that vocabulary size is a strong predictor of reading comprehension (Anderson & Freebody, 1981; Davis, 1944; Singer, 1965). However, the relationship between word knowledge and reading comprehension is complex and not easily described as one causing the other. Teaching unfamiliar words before students encounter them in a passage does not necessarily guarantee comprehension. Nonetheless, research indicates that there is a strong, positive, reciprocal relationship between word knowledge and reading comprehension (Baumann, Kame'enui, & Ash, 2003; National Reading Panel, 2000; RAND Reading Study Group, 2002). That is, vocabulary knowledge enables students to comprehend what they read, and the act of reading itself provides the opportunity for students to encounter and learn new words. Furthermore, the more words students know, the more likely they are to learn new words easily. Conversely, students with limited vocabularies tend to read less and, therefore, have fewer exposures to new words in running text. Tremendous differences in



word knowledge exist among students—differences that begin to appear at very young ages and continue to impact learning as students move through school.

1.5.2 Word knowledge is complex

The nature of vocabulary learning and acquisition is complex and involves several processes that can inform instruction. Nagy and Scott (2000) described five noteworthy components of word knowledge. First, they pointed out that word learning is incremental—that is, we learn word meanings gradually and internalize deeper meanings through successive encounters in a variety of contexts and through active engagement with the words. Another aspect of word knowledge is the presence of polysemous or multiple meaning words. Many words have different meanings depending upon the context in which they are used. This is especially evident in the various content areas such as mathematics, where polysemous word meanings differ greatly from the common usage of words (Durkin & Shire, 1991; Wood & Harmon, 2008; Rubenstein & Thompson, 2002). For example, a common word such as *table* represents an entirely different meaning in science texts when authors discuss the *Periodic Table*.

A third aspect of word knowledge described by Nagy and Scott (2000) is the different types of knowledge involved in knowing a word. The types of knowledge include the use of words in oral and written language, correct grammar usage of words or syntactical knowledge, semantic understandings such as appropriate synonyms and antonyms, and even morphological understandings that involve



correct usage of prefixes and suffixes. Surprisingly, more than 60% of words encountered in academic texts can be taught morphologically (Nagy & Anderson, 1984). In particular, Milligan and Ruff (1990), in their analysis of social studies textbooks used from elementary through high school, found that approximately 71% of the glossary terms contained affixes and roots that could be directly taught.

A fourth aspect of word knowledge is the notion that learning a word meaning is inextricably related to knowledge of other related words. We do not learn word meanings in isolation; we learn word meanings in relation to other words and concepts. For example, knowing the concept of rectangle involves knowing about *polygons*, *quadrilaterals*, *right angles*, *squares*, and other related concepts. Finally, Nagy and Scott (2000) noted that word knowledge differs according to the type of word. Knowing the meaning of prepositions differs greatly from knowing the meaning of specific science terminology, such as *nucleus*, *proton*, and *neutron*.

1.5.3 Metacognition is an important aspect of vocabulary learning

Middle level students need to engage in metacognitive thinking about what they do and do not understand as they encounter unfamiliar vocabulary. With regard to word learning, metacognition goes beyond encounters with unknown words to include a more expanded awareness of vocabulary that enables learners to continually build and increase their vocabularies (Stahl & Nagy, 2006).



According to Stahl and Nagy, word awareness is a critical aspect of a comprehensive vocabulary program and consists of two components:

- (1) The "generative" aspect of word learning that involves developing word consciousness, and
- (2) The acquisition of sufficient independent word learning strategies that are useful in learning words across a variety of texts and disciplines.

Described by Anderson and Nagy (1992) as an awareness and interest in word meanings, word consciousness allows learners to develop an appreciation of the power of words, an understanding of the importance of word choice, and an awareness of the differences between spoken and written language. Word consciousness is especially important for English language learners, who must be critically aware of figurative language, such as idioms, which make word learning more challenging.

Teaching students independent word learning strategies is critical for supporting vocabulary growth and development. Given the thousands of words students must learn to handle academic demands (Nagy & Anderson, 1984), direct instruction of vocabulary alone cannot shoulder the responsibility for increasing vocabulary knowledge. Two major independent word learning strategies are the use of context and morphology clues. While studies on the use of context clues as an independent and versatile strategy for word learning have been somewhat limited, and some even cautionary about the limitations of naturally occurring



contexts (Baldwin & Schatz, 1985; Schatz & Baldwin, 1986),

there is sufficient evidence to support instruction in context clues for helping middle grade students infer word meanings.

1.5.4 Effective vocabulary instruction moves beyond the definitional level of word meanings

While the use of a dictionary for word learning is actually another independent word learning strategy, the ubiquitous practice of using dictionary definitions as an instructional technique has received much attention by researchers. The findings clearly indicate the limitations of this practice. Because definitions provide only a superficial level of word knowledge and rarely show students how to use the words, vocabulary instruction must move beyond the definitional level of word meanings. Miller and Gildea (1987) discussed the difficulties students have with using dictionary definitions to understand word meanings. They observed that their fifth and sixth grade participants searched for familiar ideas in the definitions and used that information to write their own sentences. For example, one student wrote, "I was *meticulous* about falling off the cliff" after reading the following definition for *meticulous*: "very careful or too particular about small details". The student focused on the phrase "very careful" and used that information for writing the sentence. Miller and Gildea found the same limitations when students were given an illustrative sentence containing a targeted word and were then asked to use that information to write a sentence. For example, for the illustrative sentence "The king's brother tried to *usurp* the throne," one student wrote, "The blue chair was *usurped* from the room". In this case, the



student substituted the concept of "take" in the new sentence.

From these observations, Miller and Gildea argued that students learn words in what they call "intelligible contexts" where students perceive a need to know a word meaning and are motivated to pursue understanding.

Scott and Nagy (1997) found that using dictionaries as a source of word meanings was problematic for the fourth and sixth grade students in the study, especially in terms of correct usage. Similar to Miller and Gildea's (1987) observation, students made what Scott and Nagy call "fragment selection errors," using only familiar parts of the definition to determine word meaning. In conclusion, instruction that uses definitions alone is not likely to impact comprehension.

1.5.5 Vocabulary learning occurs implicitly in classrooms across disciplines

Vocabulary learning also occurs implicitly in language arts classrooms as well as content area classrooms, especially with regard to incidental word learning through context. Research studies have shown that upper grade students across ability levels can acquire vocabulary incidentally through reading and listening . Nagy and Herman found that new words representing known concepts were more easily learned incidentally during independent reading than words that were more conceptually difficult. Reading widely and frequently is not only related to school achievement but also to increased vocabulary acquisition. In their study on the amount of time students spend reading. Students with scores at the 98th percentile on the test read approximately 5 million words per year, while those students scoring at the 50th percentile read approximately 600,000 words per year.



1.6 ROLE-PLAY IN VOCABULARY EXPANSION

Role-Play is any speaking activity when you either put yourself into somebody else's shoes, or when you stay in your own shoes but put yourself into an imaginary situation.

- Imaginary people-the joy of role play- is that students can “become” anyone they like for a short time. The President, the Queen, a millionaire, a pop star...the choice is endless. Students can also take on the opinions of someone else. ‘For and Against’ debates can be used and the class can be split into those who are expressing views in favor and those who are against the theme.
- Imaginary situations: Functional language for a multitude of scenarios can be activated and practiced through role-play. ‘At the restaurant’, ‘Checking in at the airport’, ‘Looking for lost property’ are all possible role-plays.

1.6.1 Why use role-play?

It is widely agreed that learning takes place when activities are engaging and memorable. Jeremy Harmer advocates the use of role-play for the following reasons:

- It's fun and motivating
- Quieter students get the chance to express themselves in a more forthright way.
- The world of the classroom is broadened to include the outside world-thus offering a much wider range of language opportunities.



In addition to these reasons, students who will at some point travel to an English-speaking country are given a chance to rehearse their English in a safe environment. Real situations can be created and students can benefit from practice. Mistakes can be made with no drastic consequences.

1.6.2 Tips on successful classroom role-play

Prepare for successful role-play is possible at elementary levels providing the students have been thoroughly prepared. Try to think through the language the students will need and make sure this language on the board. I recently did a 'lost property office' role-play with elementary adults and we spent time beforehand drilling the structures felt 'armed' with the appropriate language. At higher levels the students will not need so much support with the language but they will need time to 'get into' the role.

1.6.2.1 The role of the teacher

Some of the possible teachers' roles are:

- ✓ **Facilitator**- students may need new language to be 'fed' in by the teacher. If rehearsal time is appropriate the feeding in of new language should take place at this stage.
- ✓ **Spectator**- the teacher watches the role-play and offers comments and advice at the end.
- ✓ **Participant**- it is sometimes appropriate to get involved and take part in the role-play yourself.



1.6.2.2 Error Correction

There are many ways to correct mistakes when using role-play. It is rarely appropriate for the teacher to jump in and correct every mistake. This could be incredibly demotivating. Some students do like to be corrected straight after a role-play activity, while the language is still fresh in their minds. Sentences with errors can be written on the board for the group to correct together.

➤ **Self-correction**

If you have the equipment to record the role-plays either on audiocassette or on video, students can be given the opportunity to listen to the dialogue again and reflect on the language used. They may find it easy to spot their own mistakes.

➤ **Peer-correction**

Fellow students may be able to correct some mistakes made by their peers. Students could be asked to listen out for both great bits of language they'd like to use themselves, and some mistakes they hear. Be careful to keep peer-correction a positive and profitable experience for all involved.

➤ **Making a note**

You have to make a note of common mistakes yourself and dealing with them in future classes ensures that the students don't lose motivation by being corrected on the spot or straight after the role-play. Negotiate with students and ask them how they would like be corrected.



1.7 JOKES IN TEACHING ENGLISH

It is of extreme importance that a joke a teacher uses in teaching English as a foreign language be connected to the new material he/she is about to introduce. The above statement can be supported by two arguments. The first argument can be presented in the form of the following joke:

Teacher: John. Give me a sentence beginning with 'I'

John: 'I' is the ...

Teacher: No John. You must say "I am " not "I is"

John: All right. I am the ninth letter of the alphabet. (Hutchinson 1985, 86)

The students can use it as a guiding activity to the game which follows and at the same time they can relax and laugh for a while. In this way their attention becomes stronger. However, some jokes do not seem to be relevant in any way to the situation in which they are introduced.

Humor is said to be the best physical exercise-laughter relaxes all facial muscles, unwrinkles the forehead, the body receives more oxygen, and the breathing deepens automatically.

Humor reveals the most hidden parts of a nation's culture. Only few teachers include humor systematically into the educational process. Most of them are certain that students can learn less if they are laughing. The truth is quite the



opposite. Laughter brings people closer together and therefore effects in the same way both teachers and students.

1.8 THE FUNCTION OF MUSIC IN VOCABULARY TEACHING

Songs allow learners to repeat and to memorize chunks of language. This contributes to vocabulary learning too; repetition is needed to help learners and many of the lexical items learners need to know are multi-word items rather than single words. Songs can thus be an effective method of helping children learn lexical patterns that will be stored in their minds and can be naturally recalled during oral communication. In other words, songs can help the development of automaticity- the ability to use language naturally and without conscious effort.

Through songs children can also repeat words and phrases spontaneously even if they do not initially understand them. The support for understanding which songs have to be provided, through pictures and actions, can help learners work out meanings when these are not immediately clear.

The aim of the study was to teach vocabulary by using two different strategies-with and without songs-and to compare learners' performance on vocabulary tests following each.

Songs and music are very constructive in teaching language, particularly as far as children are concerned. By providing songs, a teacher grips students' attention so their concentration might be aroused. By drawing their attention, a teacher sparks off the positive manner towards active contribution. Songs, with



their no unapproachable character and with relaxed ambiance they introduce, offer a possibility for the students to revive. This is a constructive characteristic as children have a natural feeling for oral communication. Songs alter the pace of the lesson and create a feeling of energy, interest and expectation on the part of the learners and it is good for the reason that children need recurrent alternative as well as exciting activities.

Elements of melody help to focus students' attention on the language and encourage them to express themselves impulsively and lastly make them talk and use English. Songs have their own uniqueness and they are still an exceptional structure. One of the characteristic features is that songs are quite simple. A noteworthy characteristic of songs is that they make us react personally at once. There is a teaching technique, suggestopedia, that uses background music as an essential part of a class. That method has awakened teachers to the significance of music as a constituent of the relaxed classroom.

A relaxed state of mind achieved, in this case through music, will facilitate learners to construct self-assurance and, as we know, children must feel comfortable.



CHAPTER 2.

METHODOLOGICAL STRATEGIES, EDUCATIONAL RESOURCES, AND VOCABULARY TECHNIQUES

2.1 Methodological strategies and educational RESOURCES

The first part of this chapter refers to the methodological strategies and educational resources that are applied in fourth grade of **MANUELA CANIZARES** School whose teachers use to teach vocabulary techniques in English as a second language. On the second part, it deals with developing some methodological strategies for teaching vocabulary; for such purpose, we're working with the text book "PUPPETS", which has eight units. In this mini thesis we plan to work on Unit 6 titled "EATING GOOD FOOD". The herein selected lesson plan will be useful because it can give us enough information to work based on this unit.

This lesson plan consists of linguistic competences:

It comprises the four language skills: listening, reading, speaking, and writing

- **LISTENING:** To process and understand spoken messages, which complexity gradually increases.
- **READING:** To process and understand written messages, which complexity gradually increases.



- **SPEAKING:** To produce oral messages less complex than the reading and aural texts.
- **WRITING:** To produce written messages less complex than the reading and aural texts.

ACHIEVEMENTS: This component is very important, since it lets teachers know how many students have achieved the learning goals during the unit.

METHODOLOGICAL STRATEGIES: These are the different strategies that a teacher uses to teach the unit topics.

RESOURCES: This part is about the didactic resources that the teacher will use to introduce vocabulary.

EVALUATION: Evaluation is carried out frequently and consistently with the program and objectives. Assessments are conducted every two units and not only at the end, so the evaluation will become a moment of recapitulation and learning or reinforcement.



2.2 IDENTIFICATION OF STRENGTHS AND WEAKNESSES

Diagnosis of educational work: VOCABULARY TECHNIQUES FOR TEACHING ENGLISH VOCABULARY IN ELEMENTARY SCHOOL SKILLS

STRENGTHS

- To develop basic abilities of understanding through learning vocabulary.
- To get started in the learning of English while having fun.
- To use everyday expressions, such as greetings, farewells, self—introductions, etc.
- To enjoy the magic of communicating in English

WEAKNESSES

- The student's level prevents them from learning the desired amount of language - expressions.
- It is hard work to overcome the early learning phase in which students try to transfer the structure of their native language to the second language.

CONTENTS

STRENGTHS

- This book presents different activities to help students memorize new vocabulary.
- The PUPPETS series helps promote students' self-confidence in order to avoid boring repetition.



- Children learn while doing things; therefore, the activities with Puppets demand their active participation.

WEAKNESSES

- Not conducive to adequate participation
- There isn't enough grammar focus for students' guidance.

METHODOLOGICAL STRATEGIES

STRENGTHS

- The teaching and learning process through PUPPETS tries to integrate the four parts of the process (presentation, practicing, application, and evaluation).
- The PUPPETS series includes games, songs, rhymes, "chants", and jokes, which promote fluency, and motivate total physical responses and facilitate the learning through the TPR method.
- Task-based approach is a significant tool that allows students to develop abilities of understanding and production.

WEAKNESSES

- There are a lot of phrases that complicate students understanding.
- There are too many individual exercises that turn tasks into boring ones.
- The lexicon of the book is too advanced for students' level.

DIDACTIC RESOURCES

STRENGTHS



- There are many didactic resources used by the teacher to involve students in the activity. This involvement may deal with traditional games, such as:

- Jumping rope
- “Spelling Contest”
- The ABC contest
- Guessing games
- What’s missing?
- Scrambled sentences
- What’s this? What does she/he do?
- Mimics
- Hang-man
- Memory chain
- Concentration
- Tic-Tac-Toe
- Tapes
- Video

WEAKNESSES

- There are too many games for a single lesson.

EVALUATION

STRENGTHS



-This section has included activities such as soup of letters, crosswords, exercises to be completed or scrambled words and chants or songs.

WEAKNESSES

The text units' lack of the evaluation called "now I know", which is a picture dictionary that reinforces the vocabulary and it can constantly be used by children and teachers.



Didactic unit

Unit 6

Time: Four weeks

Theme: “Eating good food”

General objective: Likes and dislikes about some food

Specific objective: Ask questions in simple present using short phrases.

Grade: Fourth

Skills	Contents	Methodological strategies	Resources	Evaluation
-Listening -Speaking -Reading -Writing	-kinds of food *Breakfast *Lunch and dinner -Foods *Chocolate *Milk	-To begin a conversation about the healthy food and junk food. *Repeat in oral form each food some times. *Write and draw each food. *Complete the activities in the	-Flashcards -Drawings -Book -Practice book -Notebook -Color pencils	-Class work -Homework -Lessons -Project -Test



	<p>*Cereal</p> <p>*Soup</p> <p>*Salad</p> <p>*Cheese</p> <p>*Eggs.....</p> <p>Use of</p> <p>*Some</p> <p>*Any</p>	<p>book.</p>	<p>-Pencils</p> <p>-Pens</p> <p>-Board</p> <p>-Markers</p> <p>-Glue</p> <p>-Scissors</p>	
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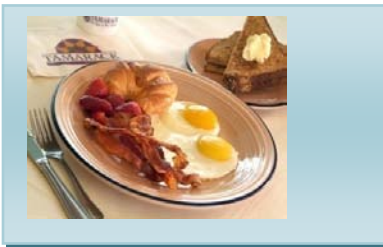
EATING GOOD FOOD

Class one: Presentation “I want” and “I don’t want....”

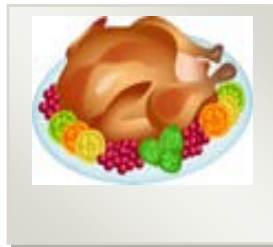
VOCABULARY and expressions:

Breakfast, lunch, dinner, chocolate, milk, cereal, bread, rice, soup, beef, chicken, salad, potatoes, fruit, fish, ice cream, cheese, eggs, orange juice, **“I want some...” “I don’t want any...”**

BREAKFAST



LUNCH



DINNER





SALAD



CHEESE



FRUIT JUICE



ICE CREAM



FISH



Class two: Practicing “I want some....” and “I don’t want any....”

VOCABULARY and expressions: “Let’s sing a song about the food we eat”.

“Let’s check”. “How good it is”.



Class three: Consolidation: classify foods into healthy food and junk food.

HEALTHY FOOD

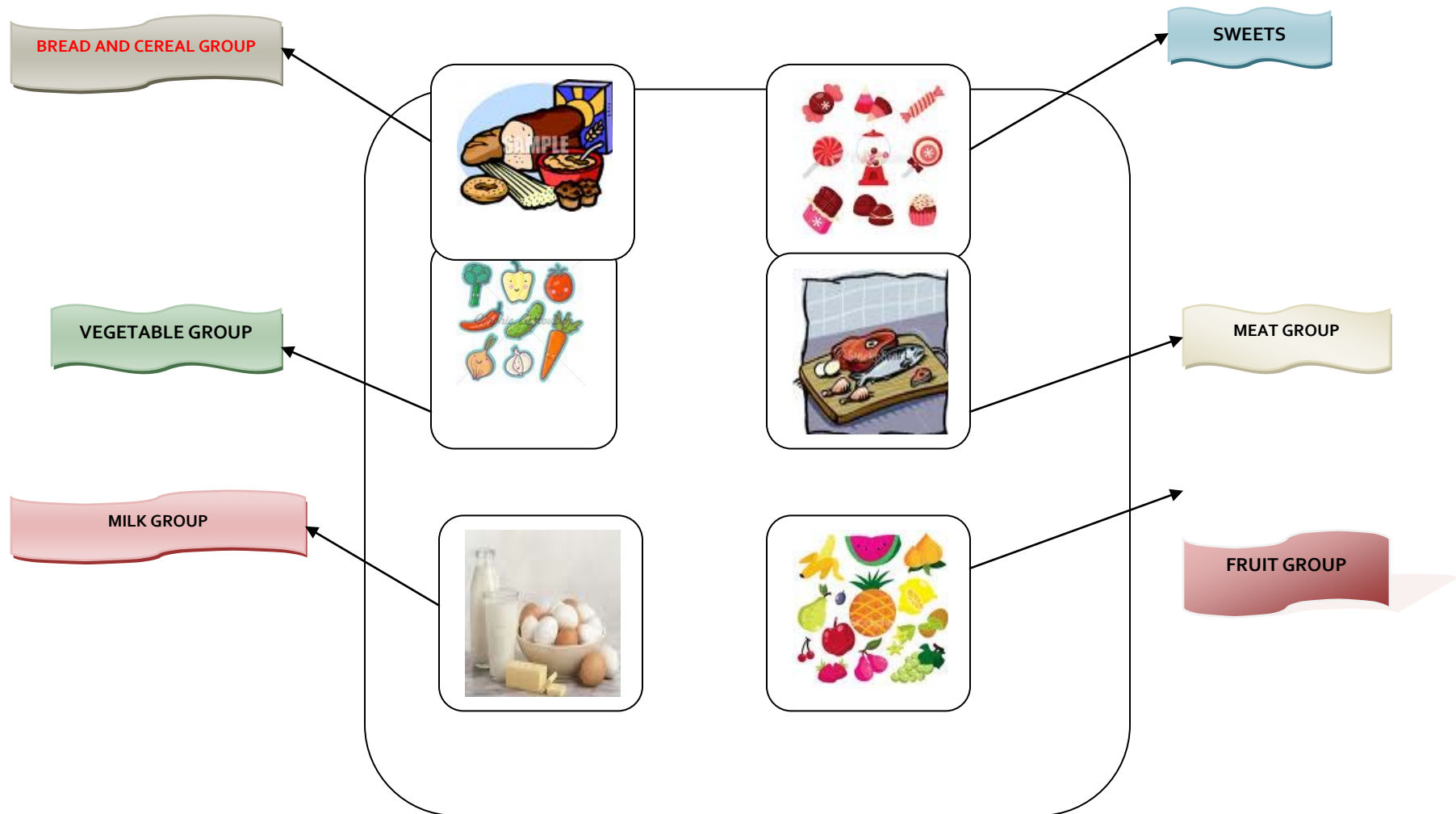


JUNK FOOD





Vocabulary and expressions: Friend, famous, photographer, pictures, food pyramid, fats, and sweets, milk group, meat group, fruit group, vegetables group, bread and cereal group.





Class four: Evaluation: to use the vocabulary about foods in English in oral and written form.

Use your dictionary.

Complete the dialogues. Use the words from the boxes.

WHAT	WANT	LUNCH	SOME	DON'T	FISH/SALAD	DINNER
------	------	-------	------	-------	------------	--------



A. Waiter: "What do you want for lunch?"

Woman: "I want some spaghetti, please."

Waiter: "Do you want some bread, too?"

Woman: "No, thank you. I don't."

B. Linda: "What do you want for dinner?"

Peter: "I want some fish/salad".

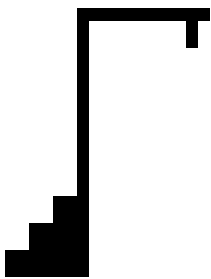
Linda: "Do you want some fish/salad, too?"

Peter: "No, I don't. Thank you".

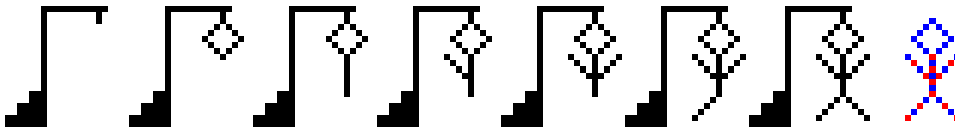


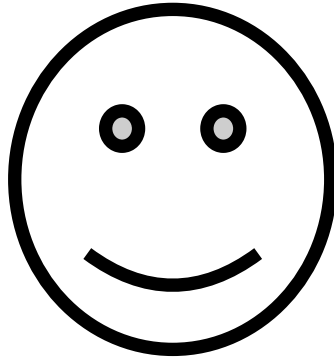
PLAY HANGMAN

I am thinking of a FRUIT, can you guess it?



P _ _ _ _ _ e





BANANA

PINEAPPLE

MILK

BREAD

CHOCOLATE

THE ANSWER IS.....





CHAPTER 3.

ELABORATION OF DIDACTIC RESOURCES TO TEACH VOCABULARY TECHNIQUES IN ELEMENTARY SCHOOLS

The Total Physical Response Method is a language learning method based on the coordination of speech and action. It was developed by James Asher, a professor of psychology at San Jose State University, California. Lessons begin with commands stated by the teacher; students have to demonstrate their understanding by acting these out; the teacher recombines their instructions in novel and often humorous ways; eventually students follow suit. It matches with kids or teenagers nature, which means that they love keeping in movements and talking each other; at doing this, they show a conscious or unconscious attitude, at the time that they feel themselves self – satisfied and eager to learn.

In the first lesson plan we are going to teach vocabulary about **“EATING GOOD FOOD”**.

First, the teacher begins the class with a warm up activity, “hangman”. The teacher gives these instructions: “In this game you have to guess the English word before you're hanged! For each word you can make up to 6 wrong guesses. After that, you'll be hanged by the neck”.

ACTIVITY




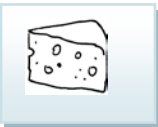
Mirian Arroyo – Irma Crespo



The teacher writes on the board one word at the beginning and one word at the end of a sentence. Everybody participates. The teacher asks individual questions. This activity is really fun.

First, the teacher presents some flash-cards about food and fruits so that children can remember some fruits and food items which are known to them. Then the teacher presents the new vocabulary.

Later, the teacher divides the class into five groups of seven and explains the two basic food categories (**junk food and healthy food**). After that, the teacher encourages children to participate in this activity. Finally, the teacher gives children small pictures with different kinds of food and asks them to paste them according to the different groups of food. For example:

JUNK FOOD	HEALTHY FOOD
 	 



After that, the teacher gives an example of how they should use “Do you like...?” “Yes, I do”. “No, I don’t”. Then he asks the students questions by using “Do you like...?”



Then the teacher gives instructions to each group to do exercises in their books; students have to complete the sentences.

The teacher has to work with the group; at the beginning, they would not want to participate, but then they will start to do the activity with some partners. This will promote not only the learning of English but also it will help them be good friends in the classroom.

The students’ English level at this school is very low because they have a single hour class a week, which is a big problem, since they have no enough time to practice the language. This has forced us to use a good methodology, such as the **T.P.R** method, so as to make children participate actively.



CONCLUSIONS



Interaction is the best way to get good results in the language teaching learning process, so we recommended language teachers to get a good vocabulary the concept that language can't be taught without a vocabulary purpose. In the same way, every language skill requires vocabulary for its development.

RECOMMENDATIONS

Our recommendations to English teachers are very simple but practical:

1. Make adaptations and changes according to the context of the topic you are teaching.
2. Bring extra and varied teaching material to your classrooms.



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